



**Спецификация теста по предмету английский язык для
Единого национального тестирования**
(Для использования с 2023 года)

1. Цель теста: Определение уровня подготовленности поступающих с целью приема в высшие учебные заведения.

2. Задача теста: Оценить уровень овладения знаниями по английскому языку, необходимыми для продолжения образования в высших учебных заведениях.

3. Содержание теста:

№	Chapter	№	Topic	№	Learning objectives
01	Vocabulary and orthography	01	Synonyms, antonyms Compatibility of lexical units Polysemantic words Set expressions	001	5.1.1.1 use the words with direct and figurative meaning, synonyms and antonyms to describe objects; 6.1.1.1 use polysemantic words; 8.6.1.1 use some abstract compound nouns and compound noun phrases; 9.6.7.1 use a wide variety of determiners and pre-determiner structures on a wide range of familiar general and curricular topics; 9.1.1.3 be able to paraphrase the common phrases; 9.6.1.14 use a variety of prepositional phrases before nouns and adjectives; use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics; 10.1.1.3 be able to paraphrase the sentences; 10.1.1.4 use prepositional verbs and phrasal verbs; 11.6.13 use a variety of dependent prepositions with less common nouns, adjectives and verbs on a wide range of general and curricular topics; 10.6.1. use a growing variety of abstract compound nouns in figurative meaning, idioms, proverbs
02	Morphology	02	Articles, prepositions, conjunctions Word-formation	002	5.6.14.1 use articles, conjunctions, prepositions to speak about time and place, use prepositions to describe the things, use the prepositions of direction to, into, out of, from, towards; 6.6.16.1 use conjunctions so, if, when, where, before, after to connect the parts of sentences in small texts on a wide range of familiar general and curricular topics; 7.6.14.1 use prepositions before nouns and adjectives in common prepositional phrases; 8.6.16.1. use different conjunctions, as since, as to explain the reason and the construction so ... that, such a ... ;

				<p>9.6.16.1 use conjunctions so, if, when, where, before, after to connect the parts of the sentences;</p> <p>10.6.17. use if / unless / if only in second conditional structures;</p> <p>11.6.15 use a growing variety of more complex conjunctions to express condition concession. and contrast on a wide range of general and curricular topics;</p> <p>11.6.4. use a range of affixes with appropriate meaning and correct spelling on a wide range of general and curricular topics</p>
		03	Parts of speech	<p>003</p> <p>5.6.1.1 use appropriate countable and uncountable nouns, including common phrases describing time and place, know the plural and singular forms of nouns, possessive case of nouns;</p> <p>8.6.1.1 use abstract nouns and complex noun phrases;</p> <p>11.6.2 use a variety of determiners relating to nouns for generic uses, some appositional uses and textual reference on a wide range of general and curricular topics</p>
				<p>004</p> <p>5.6.6.1 use personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing, anything;</p> <p>6.6.6.1 use personal and demonstrative pronouns and quantitative pronouns someone somebody, everybody, no-one;</p> <p>7.6.6.1 use possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves;</p> <p>8.6.6.1 use indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, none, more, less, a few</p>
				<p>005</p> <p>5.6.3.1 use adjectives as well as possessive adjectives, use one-syllable and multi-syllable adjectives for comparison;</p> <p>6.6.3.1 use a wide variety of adjectives, regular and irregular adjectives in comparative and superlative degrees;</p> <p>8.6.3.1 use different compound adjectives and common adjectives as participles and comparative structures as as...as, much ...than;</p> <p>9.6.3.1 use a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives</p>
				<p>006</p> <p>5.6.12.1 use common regular and irregular adverbs, simple and comparative forms, the adverbs of frequency and adverbs of time: last week, yesterday;</p> <p>6.6.12.1 use a variety of adverbs indicating degree as too, not enough, quite, rather;</p> <p>8.6.12.1 use the structures of adverbs in comparative degree not as quickly as/far less quickly regular and irregular adverbs;</p> <p>9.6.12.1 use a variety of comparative degree adverb structures with regular and irregular adverbs use a wide variety of pre-verbal, post-verbal and end-position adverbs on a wide range of familiar general and curricular topics</p>

				007	6.6.2.1 use more, little, few, less, fewer not as many, not as much; 7.6.4.1 use different determiners, including neither, either
				008	5.6.1.1 use appropriate countable and uncountable nouns as well as common phrases; 6.6.1.1 use abstract nouns and compound noun phrases; 7.6.2.1 use different numerals for countable and uncountable nouns including the words too much, too many, none any, enough; 8.6.1.1 use some abstract compound nouns and compound noun phrases; 8.6.2.1 use different numerals for countable and uncountable nouns including the words several, plenty, a large / small, number / amount
				009	5.6.9.1 use simple present and simple past tense regular and irregular forms to describe the procedure, habits and state; 5.6.13.1 use might, may, could to express the possibility; 5.6.15.1 use common verbs with infinitive verb /verb + ing; 6.6.13.1 use a variety of modal forms including mustn't (prohibition), need (necessity), should (for advice) ; 7.6.15.1 use the forms of infinitive after a limited number of verbs and adjectives, use the forms of gerund after a limited number of verbs and prepositions; 8.6.7 use a variety of simple perfect active and passive forms to express the past time 8.6.8.1 use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics; 8.6.10.1 use present perfect and past perfect forms including passive forms; 9.6.15.1 use infinitive forms after an increased number of verbs and adjectives use gerund forms after a variety of verbs and prepositions use a variety of prepositional and phrasal verb on a wide range of familiar general and curricular topics; 10.6.8 use future active and passive and future continuous forms
03	Syntax	04	Sentences	010	5.6.5.1 use questions including the questions with whose, how often, how long; 6.6.17.1 use subordinate clause sentences with if (in zero conditional sentences), use subordinate clause with where, use subordinate clause with before/after (with the sense of past), use relative clause with which, who, that, where; 7.6.17.1 use subordinate clause sentences with think, know, believe, hope, say, tell, use subordinate clause sentences with sure, certain, use attributive clause which, who, that, where; 8.6.17.1 use if / unless / if only in second conditional sentence and wish [that] [present reference], use attributive clause with "why"; 9.6.17.1 use if / if only in third logic structure, use relative clause sentences with which

				011	8.6.9.1 use appropriately a wide variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a wide range of familiar general and curricular topics; 9.6.11.1- use a wide variety of represented speech forms for applications, questions and commands including reported questions with know, wonder; 10.6.11 use a variety of reported statements and question forms on a wide range of familiar general and curricular topics
				012	8.6.17.1 use if / unless / if only in second conditional sentence and wish [that] [present reference], use attribute clause sentences including “why”; 10.6.17 use if / if only in third conditional structures; use a variety of relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics
				013	9.6.15.1 use infinitive forms after an increased number of verbs and adjectives use gerund forms after a variety of verbs and prepositions; 11.3.7 use the structures of Complex Object. Complex Subject
		05	Constructions	014	5.6.8.1 use will and to be going to express future intensions; 6.6.11.1 use common impersonal structures with: it, there; 8.6.15.1 use structures with used to
04	Synthesis and analysis	06	Work with speech norms	015	5.4.1.1 understand the main points in short texts on a wide range of unfamiliar general and curricular topics; 6.4.2.1 understand specific information and details in short texts on a range of familiar general and curricular topics, and some unfamiliar topics; 7.4.5.1 deduce meaning from context in short texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 8.4.3.1 recognize inconsistencies in argument within the short texts on a wide range of general and curricular topics; 9.4.7.1 define the particular features of words, sentence and text within the main part of written styles; 11.4.8.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics
05	Reading	07	Text work	016	6.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics; 7.4.7.1 define the particular features of words, sentence and text within the main part of written genres; 8.4.6.1 recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 9.4.2.1 understand specific information and detail in extended texts on a range of familiar

				<p>general and curricular topics, and some unfamiliar topics;</p> <p>10.4.9. recognize inconsistencies in argument in extended texts on a wide range of general and curricular topics;</p> <p>10.4.5 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics;</p> <p>10.5.2 use a growing range of vocabulary, which is appropriate to topic and genre, use a variety of determiners that refer to the nouns of wide and additional use and to the text reference on a wide range of general and curricular topics;</p> <p>10.6.4 use a wide variety of determiners and pre-determiner structures on a wide range of familiar general and curricular topics;</p> <p>10.6.6 use a wide variety of relative, demonstrative, indefinite, quantitative pronouns and reflexive pronoun structures on a wide range of familiar general and curricular topics;</p> <p>11.4.3 skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics;</p> <p>11.4.4 read a wide range of extended fiction and non-fiction texts on a variety of more complex and abstract general and curricular topics and define the main idea of the texts;</p> <p>11.6.5 use a range of transitive and intransitive verb complementation patterns on a wide range of general and curricular topics</p> <p>use a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on a wide range of general and curricular topics;</p> <p>11.6.8 use a wide variety of future forms, including future perfect forms on a wide range of general and curricular topics;</p> <p>11.6.9 - use a wide variety of present and past forms, including a growing number of more nuanced contrasts [past and perfective aspect/simple and progressive aspect] on a wide range of general and curricular topics;</p> <p>11.6.12 use a growing variety of past modal forms including must have, can't have, might have to express speculation and deduction about the past on a wide range of familiar general and curricular topics</p> <p>use a wide variety of past modal forms to express appropriate functions use a variety of near modal structures including supposed to, bound to, due, willing to on a wide range of general and curricular topic</p>
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4. Характеристика содержания теста:

Тест по предмету английский язык содержит 35 тестовых заданий. Из них:

- 20 тестовых заданий с выбором одного правильного ответа;
- 5 тестовых заданий с выбором одного правильного ответа на основе 1 контекста;
- 10 тестовых заданий с выбором одного или нескольких правильных ответов.

Тестовые задания направлены на проверку знаний, умений и навыков поступающих по английскому языку, компетентности использовать полученные знания в жизненных ситуациях.

Тестовые задания в тесте расположены по нарастанию трудности: базовый, средний и высокий.

5. Трудность тестовых заданий в одном варианте теста: Тест состоит из 3-х уровней трудности: базовый уровень (А) – 50 %, средний уровень (В) – 30 %, высокий уровень (С) – 20%.

Базовый уровень трудности характеризует воспроизведение простых знаний и навыков, позволяет провести оценки минимального уровня подготовленности обучающегося, выполнение простых действий с помощью определённых указаний, использование простых аргументов и естественнонаучных понятий.

Средний уровень трудности характеризует правильное воспроизведение основных знаний и навыков, распознавание простых моделей в новых ситуациях, умение анализировать, сравнивать, обобщать и систематизировать данные, использовать аргументы, обобщать информацию и формулировать выводы.

Высокий уровень трудности характеризует воспроизведение более сложных знаний и навыков, распознавание более сложных моделей заданий, интегрирование знаний, умений и навыков, анализ сложной информации или данных, проводить рассуждение, обосновывать и формулировать выводы, направлено на разграничение фактов и их последствий, определение значимости представленных фактов.

6. Форма тестовых заданий: Тестовые задания закрытой формы с одним правильным ответом и с одним или несколькими правильными ответами.

7. Время выполнения тестовых заданий: Средняя продолжительность выполнения тестового задания составляет 1,5-2 минуты, общее время выполнения теста – 65 минут. Среднее выполнение одного тестового задания рассчитано с учетом чтения контекста.

8. Оценка выполнения отдельных тестовых заданий и всего теста: Оценивание ответов тестовых заданий осуществляется согласно пункту 18 Правил проведения единого национального тестирования и оказания государственных услуг «Выдача сертификата о сдаче единого национального тестирования», утвержденным приказом Министерства образования и науки Республики Казахстан от 2 мая 2017 года № 204.

9. Рекомендуемая литература: «Перечень учебников, учебно-методических комплексов, пособий и другой дополнительной литературы, в том числе на электронных носителях, разрешенных к использованию в организациях образования», утвержденный Министерством образования и науки Республики Казахстан.

